Lesson Plan

**Teacher:** Tonya Dickens

**Course:** High School Beginning Chorus

**Common Core Curriculum: As aligned with the NC Essential Standards for Music 9-12**

B.MR.1.3- Identify criteria for evaluating performances, compositions, and musical ideas

and apply the criteria in personal listening and performing.

P.MR.1.3- Critique musical performances and compositions, generating suggestions for

improvement.

[CCSS.ELA-LITERACY.RI.11-12.1](http://www.corestandards.org/ELA-Literacy/RI/11-12/1/)  
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

[CCSS.ELA-LITERACY.RI.11-12.5](http://www.corestandards.org/ELA-Literacy/RI/11-12/5/)  
Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

[CCSS.ELA-LITERACY.WHST.11-12.1](http://www.corestandards.org/ELA-Literacy/WHST/11-12/1/)  
Write arguments focused on discipline-specific content.

[CCSS.ELA-LITERACY.WHST.11-12.1.A](http://www.corestandards.org/ELA-Literacy/WHST/11-12/1/a/)  
Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

**Topic:** Music Critique

**Objective:**

Students will acquire vocabulary needed in order to critique choral and solo vocal music through the development of critical listening skills. Students will read and evaluate the writings of a professional music critique and will use the professional writings as a guide in writing student critiques in class. Students will integrate the vocabulary of critique with the etiquette of critique (be kind, be specific, be helpful) in assisting peers in a rehearsal setting and student lead sectional rehearsals.

**Materials need:**

Teacher: Projector, Youtube videos of live choral performances, audio recordings of professional or college choirs, sample of writing from a professional music critique

Students: Highlighters

**Procedure:**

1. Focus & Review

* Students will view and or listen to several samples of choirs and soloists and will critique the performance together as a class in order to review vocabulary that has already been taught.
* Students will read the writing of a professional music critique and will highlight vocabulary that is unfamiliar to them.

1. Teacher Input (Present tasks, information, and guidance)

* Teacher will facilitate a class discussion in order to determine definitions of vocabulary

found in the music critic’s writing that is unfamiliar to students.

* After the class discussion, if some words could not be defined by students, the teacher will

provide a definition for the words and students will recreate the definition in a way that creates personal understanding.

1. Practice

* Students will view or listen to several samples of vocal music in class and will critique the performances using vocabulary previously learned and incorporating new vocabulary in the form of class discussion and individual written outlines.

1. Project

* Students will search for live performances on YouTube and will write a music critique using the vocabulary acquired during class discussions and using the writing of a music critic as a guide.

**Evaluation**:

Written Critiques will be graded with a rubric (possibly one acquired from an English teacher). Students will be given a rubric or checklist that they will reference as they write the critique.

**Differentiation/Modifications:**

Some students may need to be guided through the critique one on one, and may also need to complete the assignment orally rather than in written form.